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ABSTRACT

The United States government's National Reading Panel (NRP) "Put Reading First" report points to phonemic awareness, phonics, fluency, vocabulary, and text comprehension as the major building blocks for reading success. This booklet seeks to demonstrate clearly and explicitly how the Harcourt Reading Program, "Trophies," links to the research recommendations of the National Reading Panel. The booklet is organized into major strands which mirror those of the NRP: Phonemic Awareness; Phonics; Fluency; Vocabulary; and Text Comprehension. The booklet's sixth section, discussing Instructional Design, was added to address the elements of a coordinated program and show how all five areas interact to make the overall program successful. To help readers make the connections between the report research recommendations and "Trophies," the following sections are used within each strand: "Put Reading First" Recommendations summarizes key recommendations from the report; Excerpts from the Research That Guided "Trophies" Development provides illustrative examples of the tenets of scientifically-based reading research upon which "Trophies" instruction was built; and From Research to Practice in "Trophies" provides sample instructional references to show how "Trophies" addresses those particular research-based instructional recommendations. (Contains 42 references.) (NKA)

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PHONEMIC AWARENESS INSTRUCTION 4

PHONICS INSTRUCTION 14

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INTRODUCTION

On January 8, 2002, President Bush signed into law the No Child Left Behind Act of 2001. This new law contains the most comprehensive reforms of the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. One fundamental principle of the new law is an emphasis on teaching methods that have been proven to work, especially in the teaching of reading.

In 1997, Congress mandated an analysis and report on the "status of research-based knowledge, including the effectiveness of various approaches to teaching children to read (focusing on the critical years of kindergarten through grade three)." The Director of the National Institute of Child Health and Human Development, in cooperation with the Secretary of Education, formed a National Reading Panel (NRP) of leading authorities in reading research. The National Reading Panel held a series of public hearings, interviewed authorities in the field, and reviewed more than 100,000 studies to meet the Congressional mandate. The results of their work were published in 2000 in the *Report of the National Reading Panel: Teaching Children to Read.* The NRP's report contains a comprehensive and detailed analysis of the research literature.

In September 2001, the Center for the Improvement of Early Reading Achievement (CIERA), funded by the National Institute for Literacy (NIFL), created a new publication titled *Put Reading First: The Research Building Blocks for Teaching Children to Read: Kindergarten Through Grade 3*. The purpose of this document was to summarize the findings of the NRP and suggest implications for classroom instruction. *Put Reading First* is organized into five sections—Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension—each of which represents a major building block for reading success.

Harcourt has more than 40 years of experience in building elementary reading programs. Throughout those years we have always taken the research literature into consideration when creating a new program or revising an existing program. Reading research has been used to identify the content of our programs and to structure methods of delivering that content.

The purpose of this document is to demonstrate clearly and explicitly how the Harcourt Reading Program, ***Trophies,*** links to the research recommendations of the National Reading Panel. Like *Put Reading First,* this document is organized into the following major strands: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Text Comprehension. A sixth section that discusses Instructional Design was added to address the elements of a coordinated program and show how all five areas interact to make the overall program successful.

To help readers make the connections between the *Put Reading First* research recommendations and ***Trophies,*** the following sections are used within each strand:

- **Put *Reading First* Recommendations** summarizes key recommendations from *Put Reading First.*
- **Excerpts from the Research That Guided *Trophies* Development** provides illustrative examples of the tenets of scientifically-based reading research upon which ***Trophies*** instruction was built.
- **From Research to Practice in *Trophies*** provides sample instructional references to show how ***Trophies*** addresses those particular research-based instructional recommendations.

The combined effect of presenting the major research recommendations with the related features of the ***Trophies*** program should help readers better understand how ***Trophies*** incorporates research into its instructional design.

A complete bibliography for all scientifically-based reading research that was used in the development of the Harcourt Reading Program, ***Trophies,*** is provided at the end of this document.

What Does Scientifically-Based Research Tell Us About Phonemic Awareness Instruction?

PUT READING FIRST

ON TEACHING PHONEMIC AWARENESS

Phonemic awareness can be taught and learned.

Effective phonemic awareness instruction teaches children to notice, think about, and work with (manipulate) sounds in spoken language. Teachers use many activities to build phonemic awareness, including:

- Phoneme isolation
- Phoneme identity
- Phoneme categorization
- Phoneme blending
- Phoneme segmentation
- Phoneme deletion
- Phoneme addition
- Phoneme substitution

from *Put Reading First*, page 5

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"[P]honemic awareness is necessary in learning to decode an alphabetic language, as print decoding depends on mapping phonemes to graphemes.... Phonics instruction is not effective unless children have some phonemic awareness at the beginning of first grade." (Juel, 1988, p. 437)

"The results of this study confirm and extend the results of previous research which found that training kindergarten children in phoneme awareness has a positive influence on early reading skills and developmental spelling." (Blachman, Ball, Black, & Tangel, 1994, p. 12)

"Phonemic awareness can be developed among preschool children outside the context of the acquisition of an alphabetic writing system. However, explicit instruction seems to be required." (Lundberg, Frost, & Petersen, 1988, p. 263)

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FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies provides systematic phonemic awareness instruction that teaches children to analyze words at the phoneme level. Instructional sessions begin with teacher-modeling of the task followed by student-performance of the task. Instruction progresses from easier tasks to more difficult tasks and allows for frequent practice blending, segmenting, and manipulating phonemes.

For examples of phonemic awareness instruction, see the following *Teacher's Edition* pages:

Phoneme Isolation
Kindergarten, Volume 1, page 197
Kindergarten, Volume 2, page 83
Grade 1, Book 1-1, page 96H
Grade 1, Book 1-3, page 62H

Phoneme Segmenting
Kindergarten, Volume 2, page 453
Kindergarten, Volume 3, page 315
Grade 1, Book 1-2, page 81D
Grade 1, Book 1-3, page 29E

Phoneme Identity
Kindergarten, Volume 1, page 443
Kindergarten, Volume 2, page 229
Grade 1, Book 1-2, page 84P
Grade 1, Book 1-3, page 88H

Phoneme Deletion
Kindergarten, Volume 3, page 651
Grade 1, Book 1-3, page 61D
Grade 1, Book 1-3, page 173D
Grade 1, Book 1-4, page 119E

Phoneme Categorization
Kindergarten, Volume 2, page 145
Kindergarten, Volume 3, page 269
Grade 1, Book 1-2, page 79E
Grade 1, Book 1-4, page 33D

Phoneme Addition
Kindergarten, Volume 3, page 667
Grade 1, Book 1-1, page 65E
Grade 1, Book 1-2, page 31D
Grade 1, Book 1-3, page 87D

Phoneme Blending
Kindergarten, Volume 1, page 413
Kindergarten, Volume 3, page 49
Grade 1, Book 1-1, page 28P
Grade 1, Book 1-2, page 8P

Phoneme Substitution
Kindergarten, Volume 3, page 635
Grade 1, Book 1-2, page 129E
Grade 1, Book 1-3, page 59D
Grade 1, Book 1-5, page 93E

PUT READING FIRST

ON PHONEMIC AWARENESS AND READING

Phonemic awareness instruction helps children learn to read.

Phonemic awareness instruction improves children's ability to read words. It also improves their reading comprehension.

from *Put Reading First*, page 6

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"[O]ur training study provides clear-cut and strong evidence that training in phonemic segmentation has a salutary effect on the acquisition of skill in word identification, for poor as well as for normal readers." (Vellutino and Scanlon, 1987, p. 357)

"Children who started first grade low in phonemic awareness achieved at a significantly lower level than children who started high in phonemic awareness." (Griffith, Klesius, & Kromrey, 1992, p. 90)

"[I]t appears that increased phoneme awareness did have an immediate impact on the ability to read words...." (Ball & Blachman, 1991, p. 63)

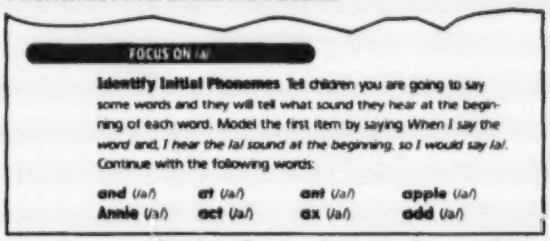
FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies teaches phonemic awareness as part of a four-step instructional sequence that helps children learn to read.

Step 1: Phonemic Awareness

Trophies teaches children to notice, think about, and manipulate sounds. Instruction begins with simple phonemic structures; moves to complex structures; and culminates with phoneme blending, segmenting, and manipulating tasks.

Phonemic Awareness Instruction



FOCUS ON /a/

Identify Initial Phonemes Tell children you are going to say some words and they will tell what sound they hear at the beginning of each word. Model the first item by saying *When I say the word and, I hear the /a/ sound at the beginning, so I would say /a/.* Continue with the following words:

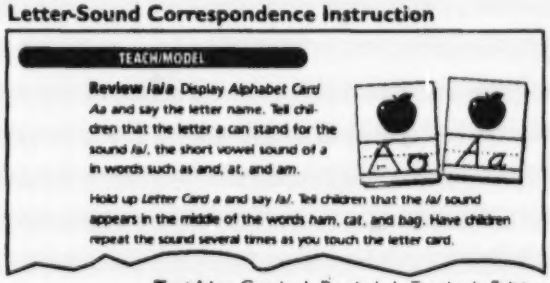
and /a/ **at** /a/ **ant** /a/ **apple** /a/
Annie /a/ **act** /a/ **ax** /a/ **add** /a/

Trophies Grade 1, Book 1-1, *Teacher's Edition*

Step 2: Phonics

Trophies teaches children to recognize, associate, read, spell, and write letters that correspond to sounds taught in phonemic awareness activities. Then it teaches them to blend and read words that align with those found in reading activities.

Letter-Sound Correspondence Instruction



TEACH/MODEL

Review /a/a Display Alphabet Card *Aa* and say the letter name. Tell children that the letter *a* can stand for the sound /a/, the short vowel sound of *a* in words such as *and, at,* and *am.*

Hold up *Letter Card a* and say /a/. Tell children that the /a/ sound appears in the middle of the words *ham, cat,* and *bag.* Have children repeat the sound several times as you touch the letter card.

Trophies Grade 1, Book 1-1, *Teacher's Edition*

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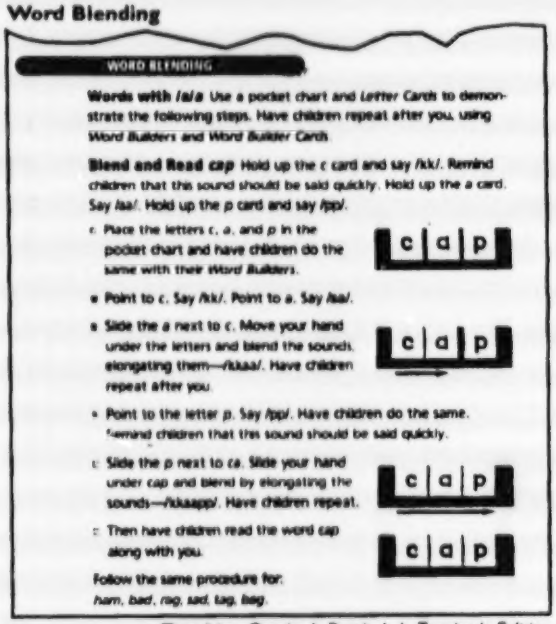
Step 3: Independent Word Recognition

Trophies teaches children to apply their phonics knowledge to blend and read words independently. Over time, children become able to recognize and read words quickly and accurately.

Word Blending



WORD BLENDING

Words with /a/a Use a pocket chart and *Letter Cards* to demonstrate the following steps. Have children repeat after you, using *Word Builders* and *Word Builder Cards*.

Blend and Read *cap* Hold up the *c* card and say /kk/. Remind children that this sound should be said quickly. Hold up the *a* card. Say /aa/. Hold up the *p* card and say /pp/.

- Place the letters *c*, *a*, and *p* in the pocket chart and have children do the same with their *Word Builders*.
- Point to *c*. Say /kk/. Point to *a*. Say /aa/.
- Slide the *a* next to *c*. Move your hand under the letters and blend the sounds, elongating them—/kaaa/. Have children repeat after you.
- Point to the letter *p*. Say /pp/. Have children do the same. Remind children that this sound should be said quickly.
- Slide the *p* next to *ca*. Slide your hand under *cap* and blend by elongating the sounds—/kaapp/. Have children repeat.
- Then have children read the word *cap* along with you.

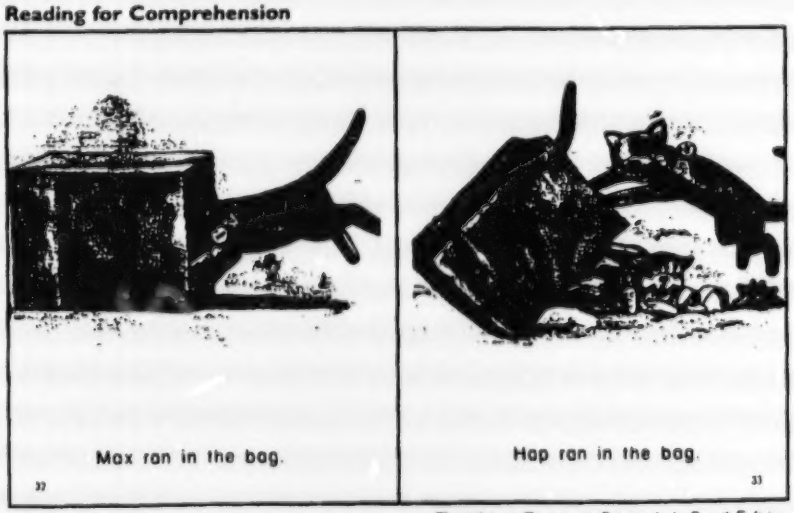
Follow the same procedure for: *ham, bad, rag, sad, tag, bag*.

Trophies Grade 1, Book 1-1, *Teacher's Edition*

Step 4: Comprehension

Trophies has children read high-interest text featuring words they are able to decode quickly. This decreases the amount of effort needed by children to recognize words and maximizes the availability of their cognitive capacity to focus on comprehension.

Reading for Comprehension



Max ran in the bag.

32

Hap ran in the bag.

33

Trophies Grade 1, Book 1-1, *Pupil Edition*

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PUT READING FIRST

ON PHONEMIC AWARENESS AND SPELLING

Phonemic awareness instruction helps children learn to spell.

Teaching phonemic awareness, particularly how to segment words into phonemes, helps children learn to spell.

from *Put Reading First*, page 6

EXCERPTS FROM THE RESEARCH THAT GUIDED *TROPHIES* DEVELOPMENT

"Results indicated that phoneme awareness instruction, combined with instruction connecting the phonemic segments to alphabet letters, significantly improved the early reading and spelling skills of the children in the phonemic awareness group." (Ball & Blachman, 1991, p. 49)

"With their superior skill in phonemic segmentation, it seemed reasonable to expect the experimental children to have a clear advantage in learning to read and spell in school. This turned out to be the case." (Lundberg, Frost, & Petersen, 1988, p. 283)

"The treatment children were also able to demonstrate their knowledge of the system of correspondences in an alphabetic orthography by identifying more letter sounds than the control children, by reading more phonetically regular real words and nonwords, and by creating invented spellings that more closely captured the phonetic structure of the dictated words." (Blachman, Ball, Black, & Tangel, 1994, p. 13)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies emphasizes segmenting words into phonemes as a critical phonemic awareness task to help children learn to spell.

For examples of phoneme segmentation activities, see the following *Teacher's Edition* pages:

Kindergarten
Volume 1, page 597
Volume 2, page 363
Volume 3, page 315

Grade 1
Book 1-1, page 27D
Book 1-2, page 81D
Book 1-3, page 57E
Book 1-4, page 8P
Book 1-5, page 211E

PUT READING FIRST

ON PHONEMIC AWARENESS AND LETTER-SOUND INSTRUCTION

Phonemic awareness instruction is most effective when children are taught to manipulate phonemes by using the letters of the alphabet.

Phonemic awareness instruction makes a stronger contribution to the improvement of reading and spelling when children are taught to use letters as they manipulate phonemes than when instruction is limited to phonemes alone. Teaching sounds along with the letters of the alphabet is important because it helps children to see how phonemic awareness relates to their reading and writing.

Phonemic awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation rather than several types.

Children who receive instruction that focuses on one or two types of phoneme manipulation make greater gains in reading and spelling than do children who are taught three or more types of manipulation.

from *Put Reading First*, page 7

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"Research, grounded in a common theoretical framework, now provides evidence that instruction that heightens phonological awareness and that emphasizes the connections to the alphabetic code promotes greater skill in word recognition—a skill essential to becoming a proficient reader." (Blachman, 2000, p. 495)

"In contrast to earlier research in which only one skill was taught, children who learned to blend and segment appeared to transfer their learned skills to other phonological tasks and to a measure of broad phonological awareness." (O'Connor, Jenkins, & Slocum, 1995, p. 215)

"Only children receiving training on both types of tasks [segmenting and blending] showed a positive training effect for the word learning, or reading analog, task." (Torgesen, Morgan, & Davis, 1992, p. 364)

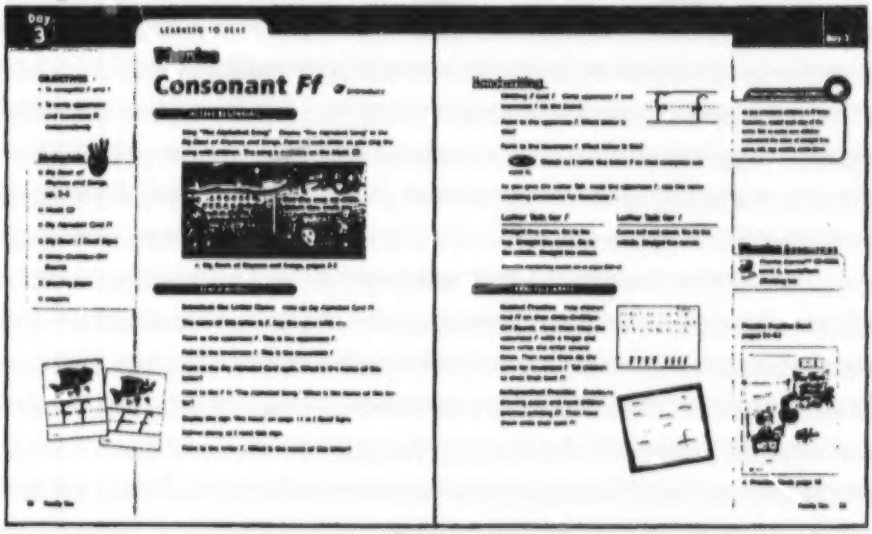
FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies provides phonemic awareness instruction that teaches children to manipulate phonemes by using the letters of the alphabet. Phonemic awareness and phonics instruction are coordinated so that the teacher teaches the letter-sound correspondence after students demonstrate phonemic awareness of the sound.

When introducing new letter-sound correspondences in Kindergarten, ***Trophies*** teaches the following in sequence:

- how to recognize and write the letter
- how to isolate and identify the sound the letter stands for
- how to relate the letter to its sound

Recognize and Write the Letter



Trophies Kindergarten, Volume 2, *Teacher's Edition*

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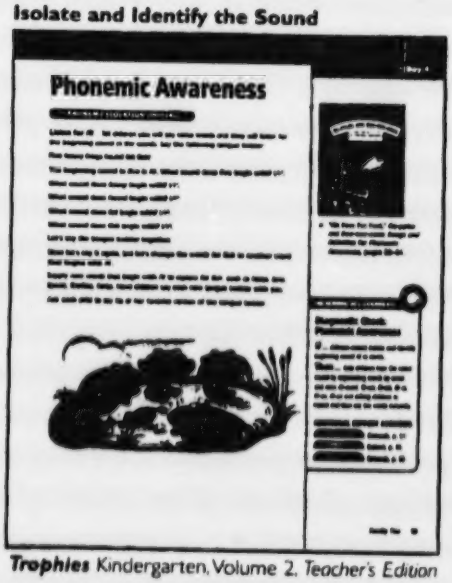
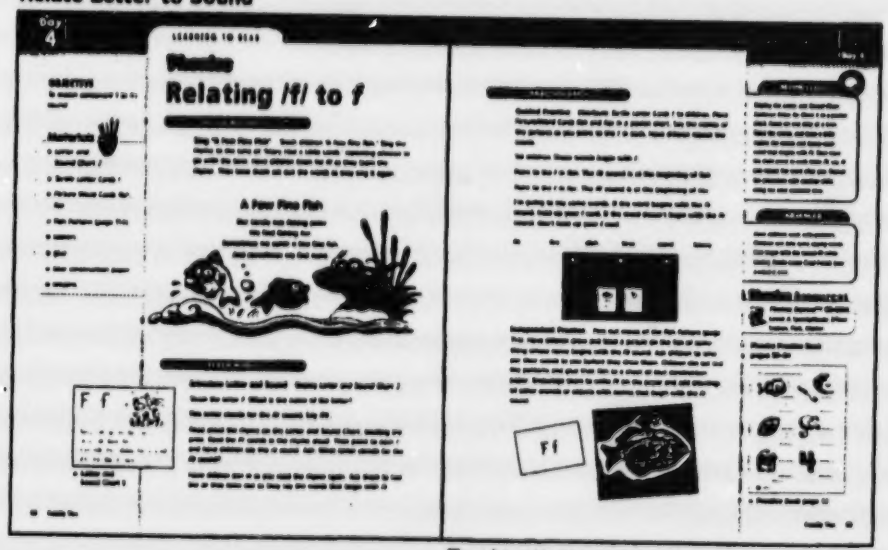
Isolate and Identify the Sound



Trophies Kindergarten, Volume 2, *Teacher's Edition*

Relate Letter to Sound



Trophies Kindergarten, Volume 2, *Teacher's Edition*

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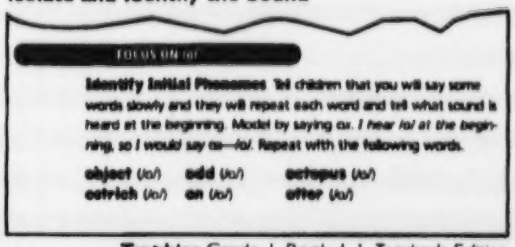
When reviewing and introducing letter-sound correspondences in Grade 1, ***Trophies*** teaches the following in sequence:

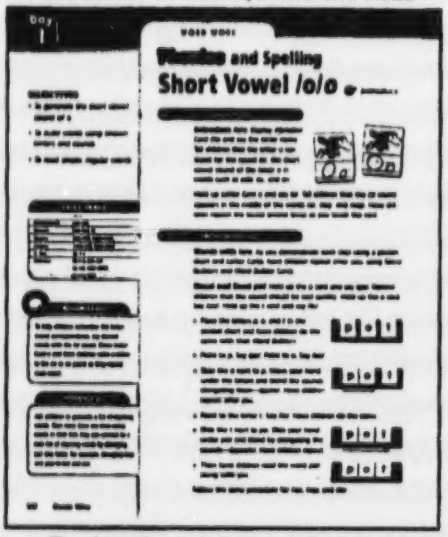
- how to isolate and identify the sound that the letter (or letters) stand for
- how to relate the letter (or letters) to the sound
- how to blend the letter-sound with others into a meaningful word
- how to manipulate letter-sounds to read and spell other meaningful words

Isolate and Identify the Sound



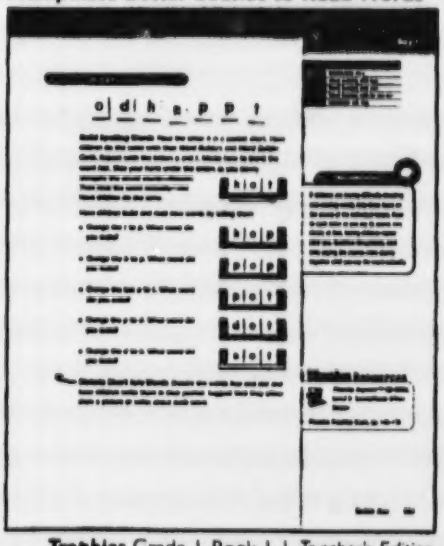
Trophies Grade 1, Book 1-1, *Teacher's Edition*

Relate Letter to Sound; Blend and Read



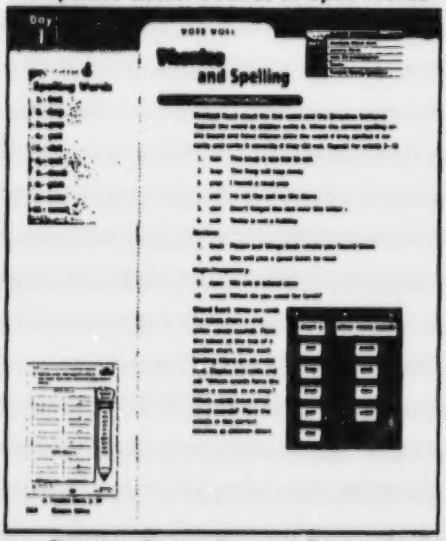
Trophies Grade 1, Book 1-1, *Teacher's Edition*

Manipulate Letter-Sounds to Read Words



Trophies Grade 1, Book 1-1, *Teacher's Edition*

Manipulate Letter-Sounds to Spell Words



Trophies Grade 1, Book 1-1, *Teacher's Edition*

What Does Scientifically-Based Research Tell Us About Phonics Instruction?

PUT READING FIRST

ON SYSTEMATIC, EXPLICIT PHONICS INSTRUCTION

Systematic and explicit phonics instruction is more effective than non-systematic or no phonics instruction.

Systematic and explicit phonics instruction makes a bigger contribution to children's growth in reading than instruction that provides non-systematic or no phonics instruction.

The hallmark of programs of systematic phonics instruction is the direct teaching of a set of letter-sound relationships in a clearly defined sequence. The set includes the major sound/spelling relationships of both consonants and vowels.

The programs also provide materials that give children substantial practice in applying knowledge of these relationships as they read and write.

The programs also might provide children with opportunities to spell words and to write their own stories with the letter-sound relationships they are learning.

from Put Reading First, page 13

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"The evidence of the last 10 years from the classroom, clinic, and laboratory points to greater achievement when a beginning code-emphasis is used as it did in the two preceding periods—1910–1967 and 1967–1983." (Chall, 1996, p. xiv)

"We should not assume that even skillfully administered one-to-one instruction will have a significant impact on word level skills in children who have serious phonological processing weaknesses if it does not contain sufficient depth of instruction in alphabetic reading skills." (Torgesen, Wagner, Rashotte, Rose, & Lindamood, 1999, p. 590)

"Children receiving direct code instruction improved in word reading at a faster rate and had higher word recognition skills than those receiving implicit code instruction." (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998, p. 37)

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FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies provides explicit, systematic phonics instruction as direct teaching for

- relating letters to sounds
- blending sounds to form words
- manipulating sounds to learn the relationship between letters, sounds, and word meaning (the alphabetic principle)
- encoding (spelling) tasks that have children break spoken words into sounds

Trophies features a clearly defined sequence of instruction that begins with the teaching of letters possessing one or more of the following characteristics:

- a continuant sound
- high usage frequency
- a letter name that matches its sound

The sequence introduces the first short vowels early so that children can begin blending and reading words early in the program. It is structured to minimize confusion and to progress from simple, regular words to more complex words.

Trophies offers stories in which children have substantial practice applying their newly acquired knowledge of letter-sound relationships.

- From Kindergarten through Grade 2, ***Trophies*** features decodable text in which children practice applying each letter-sound relationship taught.
- Grades 1 and 2 include two stories for each letter-sound relationship.
- Combined, the three grade levels include 192 short, controlled, highly decodable stories in components called *Decodable Books*.
- At least 75% of the words in each of these stories are decodable.

Trophies provides opportunities to write and spell, using letter-sound relationships.

- "Apply Phonics" activities in Grades 1 and 2 have children practice writing decodable words and sentences that feature decodable words.
- Spelling lists on which spelling lessons are based include words with the letter-sound relationships taught in phonics lessons. Children are taught to break these words into sounds in order to spell them.

PUT READING FIRST

ON PHONICS AND READING

Systematic and explicit phonics instruction significantly improves kindergarten and first-grade children's word recognition and spelling.

Systematic phonics instruction produces the greatest impact on children's reading achievement when it begins in kindergarten or first grade.

from *Put Reading First*, page 14

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"Children who became poor readers entered first grade with little phonemic awareness. By the end of fourth grade, the poor readers had still not achieved the level of decoding skill that the good readers had achieved at the beginning of second grade." (Juel, 1988, p. 437)

"Children who were directly instructed in the alphabetic principle improved in word-reading skill at a significantly faster rate than children indirectly instructed in the alphabetic principle through exposure to literature." (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998, p. 51)

"Results of the present study provide experimental evidence that learning to spell makes a contribution to reading acquisition among children who are just learning to read. ...Spelling instruction was found to improve children's ability to learn to read a set of similarly spelled words." (Ehri & Wilce, 1987, p. 60)

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FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies offers systematic, explicit phonics instruction that builds on phonemic awareness, beginning in Kindergarten.

To improve children's word recognition through frequent and cumulative review, the program features

- 20 *Decodable Books* in the Kindergarten program. At least 75% of the words in each book are decodable.
- 34 *Decodable Books* in the Grade 1 program. These books contain 92 stories, two for each letter-sound correspondence taught during phonics instruction. At least 75% of the words in each story are decodable.

To improve children's spelling, the program features

- phonics-based spelling lists. Each lesson's list focuses on words with the letter-sound correspondence introduced in that lesson and reviewed from the lesson preceding it.
- encoding tasks in spelling instruction that teach children to break words into component letter-sounds.

PUT READING FIRST ON PHONICS AND COMPREHENSION

Systematic and explicit phonics instruction significantly improves children's reading comprehension.

Systematic phonics instruction results in better growth in children's ability to comprehend what they read than non-systematic or no phonics instruction.

from *Put Reading First*, page 14

EXCERPTS FROM THE RESEARCH THAT GUIDED *TROPHIES* DEVELOPMENT

"Poor decoding skill leads to little reading and little opportunity to increase one's basic vocabulary and knowledge through reading, leaving a shaky foundation for later reading comprehension." (Juel, 1988, p. 446).

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"Tested with the Metropolitan Achievement Test at the end of second grade, mean grade equivalents on comprehension were 2.2 for the Context group and 2.5 for the Code group. While these differences in means are not statistically significant, again we see a trend in favor of the Code approach." (Brown & Felton, 1990, p. 235)

"Slow, capacity-draining word-recognition processes require cognitive resources that should be allocated to higher-level processes of text integration and comprehension. Thus, reading for meaning is hindered, unrewarding reading experiences multiply, and practice is avoided or merely tolerated without real cognitive involvement." (Stanovich, 1986, p. 364)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies offers highly decodable stories—20 in Kindergarten, 92 in Grade 1, and 80 in Grade 2—in components called *Decodable Books*. These *Decodable Books* give children the opportunity to apply their knowledge of phonics as they read words and sentences. The frequent rereading of these texts helps to identify words and develop automaticity, which, in turn, develops comprehension.

PUT READING FIRST ON PHONICS FOR ALL CHILDREN

Systematic and explicit phonics instruction is effective for children from various social and economic levels.

Systematic phonics instruction is beneficial to children regardless of their socio-economic status.

Systematic and explicit phonics instruction is particularly beneficial for children who are having difficulty learning to read and who are at risk for developing future reading problems.

Systematic phonics instruction is significantly more effective than non-systematic or no phonics instruction in helping to prevent reading difficulties among at risk students and in helping children overcome reading difficulties.

19 from *Put Reading First*, pages 14–15

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EXCERPTS FROM THE RESEARCH THAT GUIDED *TROPHIES* DEVELOPMENT

"Results show advantages for reading instructional programs that emphasize explicit instruction in the alphabetic principle for at-risk children." (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998, p. 51)

"Our results lend support to studies indicating the superiority of code-emphasis programs of beginning reading instruction for children who begin school at risk for reading failure." (Brown & Felton, 1990, p. 237)

"The research also suggested that a code-emphasis was particularly beneficial for children at risk—children from low-SES families, children with suspected learning disabilities, children with below-average intelligence, and children for whom English is a second language." (Chall, 1996, p. xx)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies provides a core of systematic, explicit phonics instruction for all children. In addition, it provides guidance for the teacher about adapting, supporting, and extending this core instruction for the following four ability levels:

- Below-level
- On-level
- Advanced
- English-language learners

Trophies offers teachers the following resources that complement the core phonics instruction and address the needs of children at different ability levels:

- Additional Support Activities
- Diagnostic Checks (ongoing assessment)
- Leveled Copying Masters
- *Intervention Resource Kits*
- *English-Language Learners Resource Kits*

Trophies offers these resources to ensure that students at various socioeconomic and academic levels and students at risk for developing future reading problems receive systematic, explicit phonics instruction.

PUT READING FIRST

ON INTRODUCING PHONICS INSTRUCTION

Systematic and explicit phonics instruction is most effective when introduced early.

Phonics instruction is most effective when it begins in kindergarten or first grade.

It should include teaching letter shapes and names, phonemic awareness, and all major letter-sound relationships.

from *Put Reading First*, page 15

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"Numerous studies have also shown that heightening the preschool, kindergarten, and first-grade child's awareness of the phonological structure of speech facilitates early reading and spelling acquisition." (Blachman, 2000, p. 486)

"[E]arly attainment of decoding skills accurately predicts later skill in reading comprehension, and there is 'strong and persuasive evidence' that slow starters rarely become strong readers. Further, early proficiency in learning the code leads to early facility in reading, vocabulary growth, and knowing how texts are written." (Chall, 1996, p. xv)

"[E]ducators must make certain that children learn to decode in first grade.... If decoding skill arrives much later, it may be very hard to change the direction that reading achievement will take." (Juel, 1988, p. 446)

FROM RESEARCH TO PRACTICE

IN *TROPHIES*

Trophies offers systematic, explicit phonics instruction that begins early in Kindergarten to maximize its impact on children's reading achievement. The fundamental stages of learning letter-sound relationships are modeled and taught through the explicit instructional system for a well-defined sequence of letter-sound relationships. This instructional system is shown on the following two pages.

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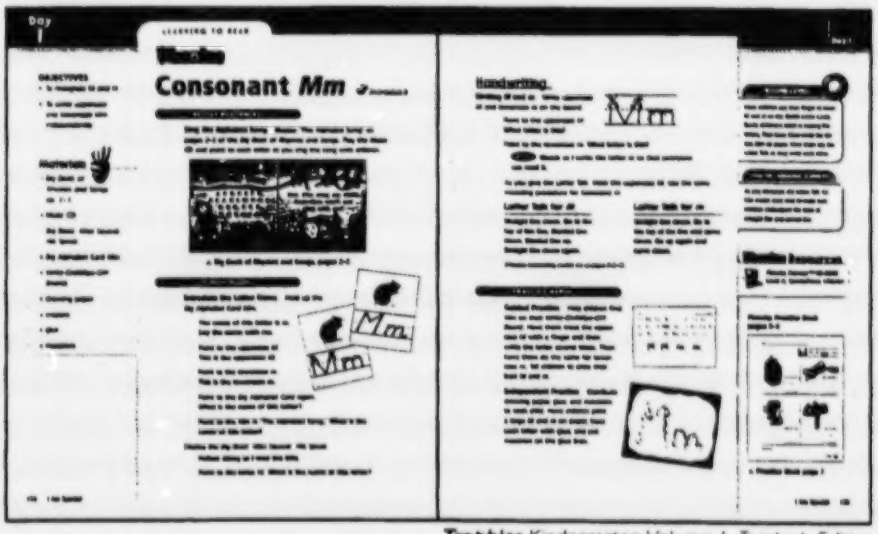
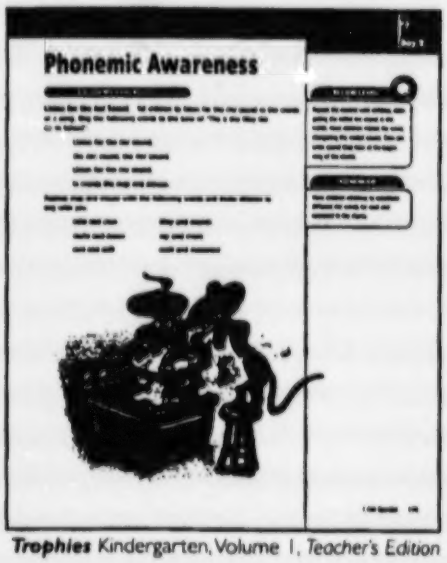
Step 1: ***Trophies*** teaches children to recognize the letter name and letter shape.



Trophies Kindergarten, Volume 1, *Teacher's Edition*

Step 2: ***Trophies*** teaches children to identify and isolate the letter sound in a phonemic awareness activity.



Trophies Kindergarten, Volume 1, *Teacher's Edition*

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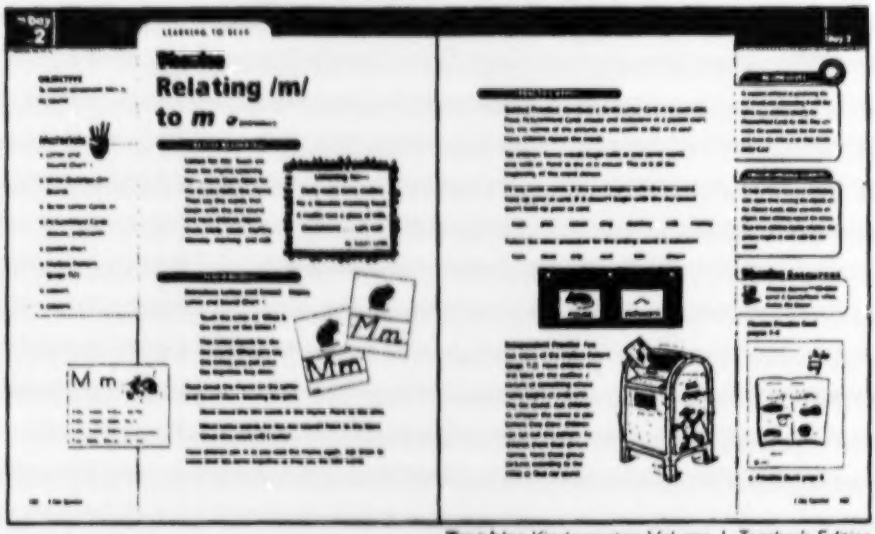
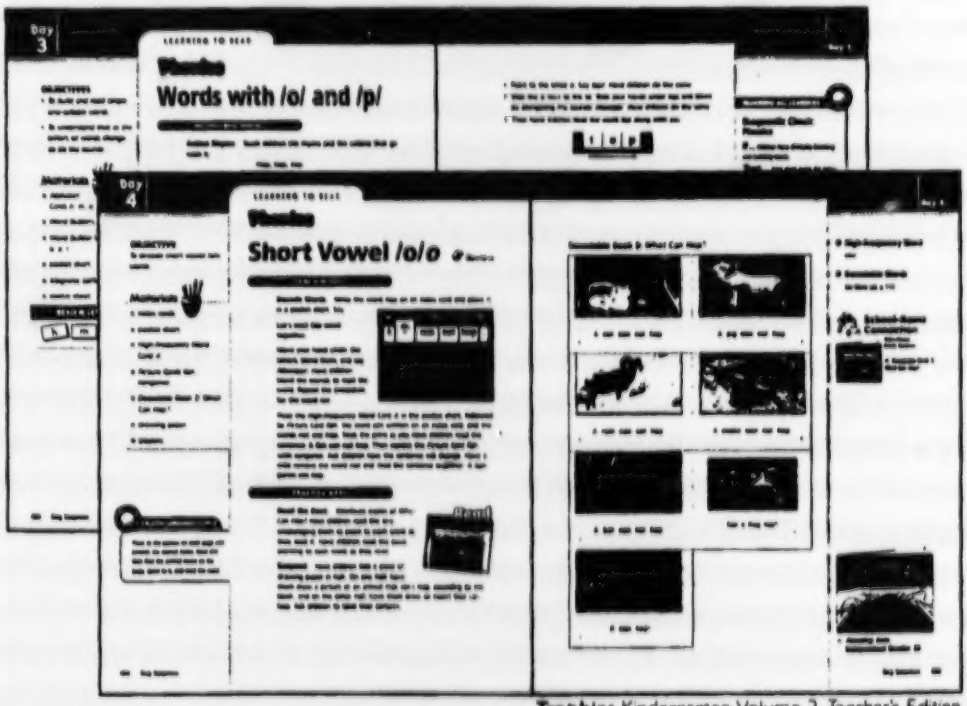
Step 3: ***Trophies*** teaches children the letter-sound relationship.



Trophies Kindergarten, Volume 1, *Teacher's Edition*

Step 4: After a vowel is taught, ***Trophies*** teaches children to blend letters to read words. Then it provides practice applying knowledge of the letter-sound relationship as children read *Decodable Books*.



Trophies Kindergarten, Volume 2, *Teacher's Edition*

This process is used to introduce all major letter-sound relationships throughout Kindergarten, Grade 1, and Grade 2.

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PUT READING FIRST

ON PHONICS AND READING PROGRAMS

Phonics instruction is not an entire reading program for beginning readers.

Along with phonics instruction, young children should be solidifying their knowledge of the alphabet, engaging in phonemic awareness activities, and listening to stories and informational texts read aloud to them. They also should be reading texts (both out loud and silently) and writing letters, words, messages, and stories.

from *Put Reading First*, page 15

EXCERPT FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"The most credible solution to reducing reading failure is much like that proposed by Adams (1990), who endorsed a balance between literature-based (meaning-oriented) instruction and systematic and explicit instruction in phonological awareness, phonics, and other processes underlying word recognition skills....Successful teachers include elements of code-based instruction with a rich, meaning-based context to develop the skills for reading success." (Fletcher & Lyon, 1998, p. 69)

FROM RESEARCH TO PRACTICE

IN *TROPHIES*

Trophies is a comprehensive program that has children

- engaged in phonemic awareness activities
- applying phonics knowledge to spelling words
- listening to stories, poems, and other selections
- discussing and responding to read-aloud literature
- developing oral language and learning new vocabulary words along with word-learning strategies
- learning and practicing comprehension skills and strategies
- reading a variety of texts—decodable books, stories, poems, and informational text—for comprehension
- practicing repeated and monitored oral reading of texts to develop fluency
- learning and practicing writing forms such as journal entries, stories, poems, and informational text

For examples of lesson planners that illustrate the comprehensive instruction in ***Trophies,*** see the following *Teacher's Edition* pages:

- Kindergarten, Volume 3, pages 250–251
- Grade 1, Book 1-2, pages 84C–84D
- Grade 2, Book 2-1, pages 172C–172D
- Grade 3, Book 3-2, pages 348C–348D

What Does Scientifically-Based Research Tell Us About Fluency Instruction?

PUT READING FIRST

ON REPEATED READING AND FLUENCY

Repeated and monitored oral reading improves reading fluency and overall reading achievement.

- Fluency is the ability to read a text accurately and quickly.
- Fluent readers read aloud effortlessly and with expression.
- Fluency is important because it provides a bridge between word recognition and comprehension. Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on what the text means.
- To read with expression, readers must be able to divide the text into meaningful chunks.... Readers must know how to pause appropriately within and at the ends of sentences and must know when to change emphasis and tone.
- Instant or automatic word recognition is a necessary, but not sufficient, reading skill.... It is important to provide students with instruction and practice in fluency as they read connected text.
- Researchers have found several effective techniques related to repeated oral reading:
  - Students read and reread a text a certain number of times until a certain level of fluency is reached. Four rereadings are sufficient for most students.
  - Oral reading practice is increased through the use of audiotapes, tutors, peer guidance, or other means.
- The more models of fluent reading students hear, the better.
- Fluency develops as a result of many opportunities to practice reading with a high degree of success.
- There are several ways that your students can practice orally rereading text:
  - Student-adult reading
  - Choral reading
  - Tape-assisted reading
  - Partner reading
  - Readers' theatre
- You should formally and informally assess fluency regularly to ensure that your students are making progress.... Probably the easiest way to formally assess fluency is to take timed samples of students' reading and to compare their performance (number of words read correctly per minute) with published oral reading fluency norms or standards.

from *Put Reading First*, pages 22–30

EXCERPTS FROM THE RESEARCH
THAT GUIDED TROPHIES DEVELOPMENT

"Because the ability to obtain meaning from print depends so strongly on the development of word recognition accuracy and reading fluency, both should be regularly assessed in the classroom, permitting timely and effective instructional response when difficulty or delay is apparent." (Snow, Burns, & Griffin, 1998, p. 7)

"Fluency represents a level of expertise beyond word recognition accuracy, and reading comprehension may be aided by fluency. Skilled readers read words accurately, rapidly and efficiently." (National Reading Panel, 2000, p. 3-3)

"Adequate progress in learning to read English beyond the initial level depends on... sufficient practice in reading to achieve fluency with different kinds of texts written for different purposes...." (Snow, Burns, & Griffin, 1998, p. 223)

"The major conclusion of this study was that repeated reading worked." (Dowhower, 1987, p. 402)

"[T]he main results are encouraging, and suggest strongly that assisted practice has an important role to play with students making below-average progress in reading." (Shany & Biemiller, 1995, p. 393)

"Repeated reading provides students with the necessary practice to build fluency, acquire new information, and maintain established information." (O'Shea, Sindelar, & O'Shea, 1985, p. 140)

"In this study, the method of repeated readings had the same effects on the reading fluency and recall of elementary-aged students reading instructional-level materials as those reported in previous research.... Reading rate increased significantly from one to three readings, an occurrence that brought instructional-level readers to near mastery-level performance." (Sindelar, Monda, & O'Shea, 1990, p. 224)

"Based on acknowledged reading theory, fluency instruction holds promise for improving reading for all students in the 'real world' of classrooms." (Rasinski, Padak, Linek, & Sturtevant, 1994, p. 164)

FROM RESEARCH TO PRACTICE
IN *TROPHIES*

Trophies provides materials and instructional support to allow teachers to frequently model fluent oral reading. Read-aloud opportunities include:

- Daily "Sharing Literature" activities (K–2)
- Read-Aloud Selections with every lesson (Grade 3 and up)
- *Read-Aloud Anthologies* (K–2)
- *Library Books Collections* (Grade 1 and up)

Trophies provides numerous opportunities for students to improve their reading fluency through repeated and monitored oral reading. These opportunities include:

- Echo Reading (the teacher models and the students repeat)
- Choral Reading (the teacher and students read aloud simultaneously)
- Repeated Reading (the teacher models and the students reread several times)
- Readers' Theatre (the students assume roles and read them aloud from the text)

For examples of read-alouds and fluency activities, see the following *Teacher's Edition* pages:
Kindergarten, Volume 1, page 32
Kindergarten, Volume 2, page 194
Kindergarten, Volume 3, page 162
Grade 1, Book 1-1, pages 10H, 135J–135K
Grade 1, Book 1-2, pages 8H, 25J–25K
Grade 1, Book 1-3, pages 8H, 165J–165K
Grade 1, Book 1-4, pages 36H, 91J–91K
Grade 1, Book 1-5, pages 68H, 149J–149K
Grade 2, Book 2-1, pages 152H, 331K–331L
Grade 2, Book 2-2, pages 195F, 59K–59L
Grade 3, Book 3-1, pages 42G–42H, 145
Grade 3, Book 3-2, pages 36G–36H, 49

Trophies includes abundant independent practice materials of appropriate difficulty for students to develop fluency. The ***Trophies*** *Books for All Learners* allow all students to reread every day with a high degree of success. Four high-interest topic-related and theme-related books are provided for each lesson—for below-level, on-level, and above-level readers and for English-language learners.

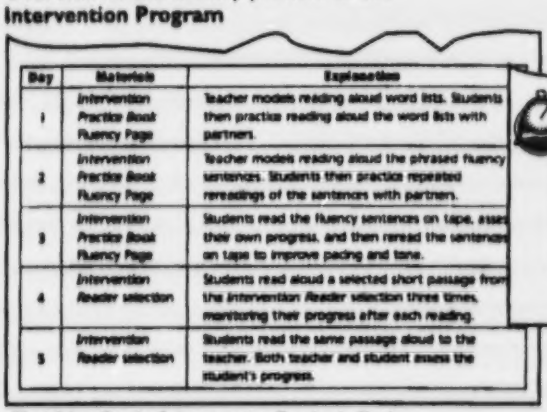
In addition, ***Trophies*** enables teachers to assess fluency regularly through the following instruments, which provide published norms against which teachers can compare student performance:

- *Oral Reading Fluency Assessment*
- Oral reading passages in the back of each *Teacher's Edition* (Grade 2 and up)
- Guidelines to help teachers use these passages (Grade 2 and up)

For examples of fluency assessments, see the following *Teacher's Edition* pages:
Grade 1, Book 4, pages T88–T90
Grade 1, Book 5, pages T80–T82
Grade 2, Book 2-1, pages T64–T66
Grade 2, Book 2-2, pages T15–T17
Grade 3, Book 3-1, pages T10–T12
Grade 3, Book 3-2, pages T46–T48

For additional fluency instruction, the ***Trophies*** *Intervention Resource Kit* for Grade 2 and up provides daily fluency-building activities to help teachers guide and monitor students' oral rereading. Teachers model and provide students with guidance in practicing appropriate phrasing, expression, intonation, and pacing.

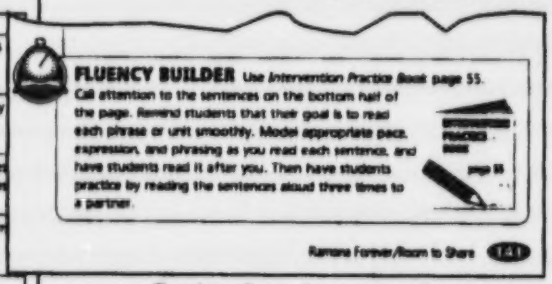
Overview of the fluency portion of the Intervention Program



Day	Materials	Explanation
1	*Intervention Practice Book* Fluency Page	Teacher models reading aloud word lists. Students then practice reading aloud the word lists with partners.
2	*Intervention Practice Book* Fluency Page	Teacher models reading aloud the phrased fluency sentences. Students then practice repeated rereadings of the sentences with partners.
3	*Intervention Practice Book* Fluency Page	Students read the fluency sentences on tape, assess their own progress, and then reread the sentences on tape to improve pacing and tone.
4	*Intervention Reader* selection	Students read aloud a selected short passage from the *Intervention Reader* selection three times, monitoring their progress after each reading.
5	*Intervention Reader* selection	Students read the same passage aloud to the teacher. Both teacher and student assess the student's progress.

Trophies Grade 3, *Intervention Teacher's Guide*

Fluency Builder Instruction

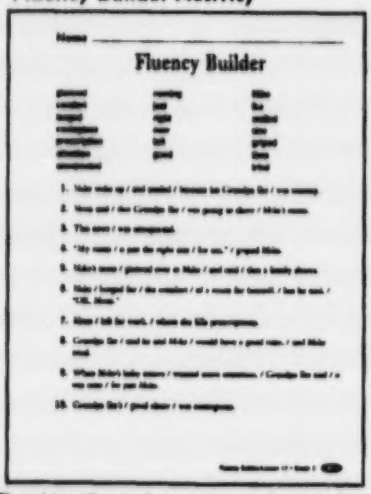


FLUENCY BUILDER Use *Intervention Practice Book* page 55. Call attention to the sentences on the bottom half of the page. Remind students that their goal is to read each phrase or unit smoothly. Model appropriate pace, expression, and phrasing as you read each sentence, and have students read it after you. Then have students practice by reading the sentences aloud three times to a partner.

Ramona Forever/Room to Share 141

Trophies Grade 3, *Intervention Teacher's Guide*

Fluency Builder Activity



Fluency Builder

Trophies Grade 3, *Intervention Practice Book*

For additional examples of daily fluency-building activities, see the following *Intervention Teacher's Guide* pages:
Grade 2, page 69
Grade 2, page 151
Grade 3, page 99
Grade 3, page 179

In order to preserve classroom time for uninterrupted direct instruction, ***Trophies*** offers independent materials of appropriate difficulty for students to develop fluency. These materials include independent-level books as well as lists of additional books for students to read outside of class or during independent class time.

- *Library Books Collections*
- *Books for All Learners*
- Additional trade book titles . . .

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What Does Scientifically-Based Research Tell Us About Vocabulary Instruction?

PUT READING FIRST

ON INDIRECT VOCABULARY LEARNING

Children learn the meanings of most words indirectly, through everyday experiences with oral and written language.

- They engage daily in oral language.
- They listen to adults read to them. Reading aloud works best when you discuss the selection before, during, and after you read. Talk with students about new vocabulary and concepts and help them relate the words to their prior knowledge and experiences.
- They read extensively on their own.

from *Put Reading First*, pages 35, 41

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"Unknown words can create gaps in the meaning of a text; if too many gaps occur, the student may not be able to construct meaning." (Beck, Perfetti, & McKeown, 1982, p. 507)

"In sessions conducted individually, kindergartners who were nonreaders listened to an adult read the same storybook twice....Children recognized the meanings of significantly more words from the story than words not from the story, thus indicating that storybook reading was effective for building vocabulary." (Robbins & Ehri, 1994, p. 54)

"The present study demonstrated that specific types of book reading events had a different impact on the acquisition of receptive and expressive vocabulary: increased exposure to book reading events enhanced children's receptive and expressive vocabulary similarly whereas active responding during repeated book reading events enhanced children's expressive vocabulary more than their receptive vocabulary." (Sénéchal, 1997, p. 123)

"Since a vocabulary teaching program typically teaches 10 to 12 words a week or about 400 words a year, of which perhaps 75% or 300 are learned, vocabulary instruction is not adequate to cope with the volume of new words that children need to learn and do learn without instruction." (Stahl & Fairbanks, 1986, p. 100)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies expands students' vocabularies with an abundance of oral language activities and read-alouds. Read-alouds include teacher guidance before, during, and after reading. ***Trophies*** also offers many appropriate reading materials, in a variety of genres, topics, and difficulty levels, to encourage students to read extensively on their own. For example,

- *Books for All Learners*
- *Library Books Collections*
- Daily "Sharing Literature" activities (K–2)
- *Read-Aloud Anthologies* (K–2)
- Read-Aloud selections and instruction with every lesson (Grade 3 and up)
- Morning Message every day (K–2)
- Rereading for Fluency (Grade 1 and up)
- Listening and Speaking lessons (Grade 3 and up)

For examples of oral language activities and read-alouds, see the following *Teacher's Edition* pages:

Kindergarten, Volume 1, pages 24–25
Kindergarten, Volume 2, pages 82–83
Kindergarten, Volume 3, pages 130–131
Grade 1, Book 1-1, pages 67C–67D
Grade 1, Book 1-2, pages 79D–79E
Grade 1, Book 1-3, pages 137D–137E
Grade 1, Book 1-4, pages 181C–181D
Grade 1, Book 1-5, pages 68G–68H
Grade 2, Book 2-1, pages 54G–54H
Grade 2, Book 2-2, pages 66O–66P
Grade 3, Book 3-1, pages 156G–156H
Grade 3, Book 3-2, page 323J

PUT READING FIRST

ON DIRECT VOCABULARY INSTRUCTION

Although a great deal of vocabulary is learned indirectly, some vocabulary should be taught directly.

- Direct instruction includes:
  - providing students with specific word instruction; and
  - teaching students word-learning strategies.

Specific Word Instruction

- Teaching specific words before reading helps both vocabulary learning and reading comprehension.
- Focus on teaching three types of words:
  - Important words. When you teach words before students read a text, directly teach those words that are important for understanding a concept or the text....
  - Useful words. Teach words that students are likely to see again and again....
  - Difficult words....Words with multiple meanings are particularly challenging for students....Idiomatic expressions also can be difficult for students, especially for students who are English language learners.
- Extended instruction that promotes active engagement with vocabulary improves word learning.
- Repeated exposure to vocabulary in many contexts aids word learning.

Word Learning Strategies

- Using dictionaries and other reference aids.
- Using word parts. Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meanings of many new words.
- Using context clues....Because students learn most word meanings indirectly, or from context, it is important that they learn to use context clues effectively.

from *Put Reading First*, pages 36–45

EXCERPTS FROM THE RESEARCH THAT GUIDED *TROPHIES* DEVELOPMENT

"The implication of these results is that preteaching unfamiliar vocabulary can have a direct effect on students' understanding of specific ideas within a text." (Wixson, 1986, p. 327)

"The meta-analysis shows a significant positive effect for instruction in the skill of deriving word meaning in context." (Fukkink & de Glopper, 1998, p. 459)

"[T]he vast majority of words composed of more than one morpheme are semantically transparent—that is, their meanings are largely predictable on the basis of the meanings of their parts." (Nagy & Scott, 2000, p. 275)

"[I]t was suggested that the most effective vocabulary teaching methods included both definitional and contextual information in their programs, involved the students in deeper processing, and gave the students more than one or two exposures to the to-be-learned words." (Stahl & Fairbanks, 1986, p. 72)

"Because rich instruction outcomes were greater than traditional instruction outcomes on the tasks that presented words in context, it appears that richness of instruction provides an advantage for integrating words and context." (McKeown, Beck, Omanson, & Pople, 1985, p. 533)

"Teachers teaching word meanings should introduce the new word in an appropriate contextual setting. An attempt should be made to insure that this contextual setting is familiar." (Gipe & Arnold, 1979, p. 284)

"[T]he potential for increasing vocabulary through reading may well be diminished for less able readers." (White, Graves, & Slater, 1990, p. 288)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

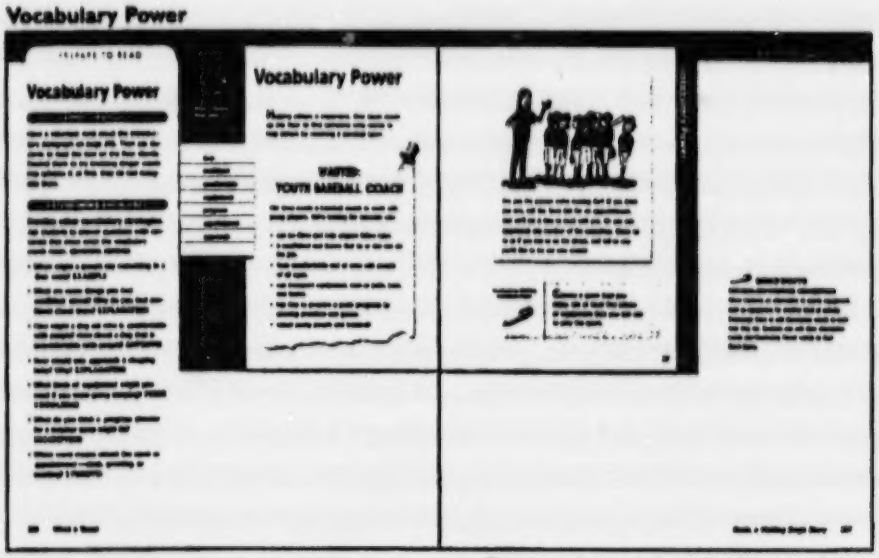
Trophies directly teaches students the meanings of specific words as well as word-learning strategies.

- Words to be learned are taught before the selection, in context, in connected text, and on a transparency (Grade 1 and up). The words chosen to be taught are
  - important to selection comprehension
  - useful for future communication
  - relatively difficult for the grade level

Words taught before reading are presented to students in a number of meaningful contexts:

- After initial instruction with the transparency, students meet the words again in "Word Power" (Grade 1) or "Vocabulary Power" (Grade 2 and up) in the *Pupil Edition*, where the words are again presented in context, with context clues such as synonyms, definitions, restatements, and explanations.
- To extend instruction, students are actively engaged with thinking more deeply about the words, challenging them to respond in ways that show deepening understanding. For example, they are asked thought-provoking questions in "Extend Word Knowledge."
- After discussing the words in "Vocabulary Power," students use one or more of the words in a short, meaningful writing activity.

Vocabulary Power



Trophies Grade 3, Book 3-1 *Teacher's Edition*

For additional examples of specific word instruction and word-learning strategies, see the following *Teacher's Edition* pages:

Grade 1, Book 1-1, pages 10S, 10–11, 25H
Grade 1, Book 1-2, pages 32S, 32–33, 57J
Grade 1, Book 1-3, pages 62S, 62–63, 83I
Grade 1, Book 1-4, pages 36S, 36–37, 61I
Grade 1, Book 1-5, pages 68S, 68–69, 93I
Grade 2, Book 2-1, pages 54U, 54–55
Grade 2, Book 2-2, pages 14U, 14–15
Grade 3, Book 3-1, pages 224L–225
Grade 3, Book 3-2, pages 324L–325

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Trophies also offers skill lessons on word relationships and using context, focusing on the types of relationships among words and context that are most useful in clarifying word meaning (such as synonyms, explanations, and definitions). Additional instruction is provided on multiple-meaning words, synonyms and antonyms, compound words, and the use of dictionaries and other reference sources to determine or extend word meaning.

For examples of vocabulary skill lessons, see the following *Teacher's Edition* pages:
Grade 2, Book 2-1, page 227A
Grade 2, Book 2-2, pages 97A, 201A
Grade 3, Book 3-1, pages 14J, 67A–67B, 204
Grade 3, Book 3-2, pages 400L, 400–401

Using word parts to determine the meanings of unfamiliar words is a strong focus of ***Trophies*** vocabulary instruction. The most common and useful affixes and base words were chosen for instruction at the earliest grades.

For examples of instruction in using word parts to determine meaning, see the following *Teacher's Edition* pages:
Grade 2, Book 2-2, pages 152I–152K
Grade 3, Book 3-1, pages 14I, 40, 304I, 328
Grade 3, Book 3-2, pages 323I

What Does Scientifically-Based Research Tell Us About Text Comprehension Instruction?

PUT READING FIRST

ON TEXT COMPREHENSION

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

- Good readers are purposeful. Good readers are active.
- Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension.
- Research over 30 years has shown that instruction in comprehension can help students understand what they read, remember what they read, and communicate with others about what they read.
- The following six strategies appear to have a firm scientific basis for improving text comprehension:
  - **Monitoring comprehension.** Comprehension monitoring instruction teaches students to be aware of what they do understand, identify what they do not understand, and use appropriate "fix-up" strategies to resolve problems in comprehension.
  - **Using graphic and semantic organizers.** ...Graphic organizers help students read to learn from informational text in the content areas, such as science and social studies textbooks and trade books.
  - **Answering questions.** ...Research shows that teacher questioning strongly supports and advances students' learning from reading....Question-answering instruction encourages students to learn to answer questions better and, therefore, to learn more as they read.
  - **Generating questions.** Teaching students to ask their own questions improves their active processing of text and their comprehension.
  - **Recognizing story structure.** ...Students who can recognize story structure have greater appreciation, understanding, and memory for stories.
  - **Summarizing.** ...Instruction in summarizing helps students identify or generate main ideas; connect the main or central ideas; eliminate redundant and unnecessary information; and remember what they read.

from *Put Reading First*, pages 48–53.

EXCERPTS FROM THE RESEARCH THAT GUIDED *TROPHIES* DEVELOPMENT

"[I]nstruction in story mapping is an effective instructional strategy for promoting first-grade students' ability to identify central narrative elements in authentic children's literature." (Baumann & Bergeron, 1993, p. 407)

"In general, then, the results of this study suggest that direct instruction of a conventional text structure can facilitate formation of a macrostructure for that type of text." (Armbruster, Anderson, & Ostertag, 1987, p. 345)

"[E]xplicit, teacher-led instruction in think aloud is an effective means to enhance students' comprehension monitoring abilities." (Baumann, Seifert-Kessell, & Jones, 1992, p.164)

"Results so far indicate that the group that gained significantly more than others in use of target strategies also gained significantly more than the others in reading comprehension." (Bereiter & Bird, 1985, p. 149)

"[S]ummarization training had a significant effect on the recall of major information in a studying task, but did not significantly affect recall of minor information." (Rinehart, Stahl, & Erickson, 1986, p. 433)

"Overall, teaching students the cognitive strategy of generating questions about the material they had read resulted in gains in comprehension, as measured by tests given at the end of the intervention." (Rosenshine, Meister, & Chapman, 1996, p. 181)

FROM RESEARCH TO PRACTICE IN *TROPHIES*

Trophies provides explicit comprehension instruction that is designed to help students understand, remember, and communicate with others about what they read. As students progress through ***Trophies,*** they become active, purposeful readers by determining a purpose for reading each selection, completing graphic organizers, applying comprehension skills and strategies, asking and answering questions, discussing selections, identifying story structure, and retelling or summarizing what they read.

Trophies uses the following strategies to help students improve text comprehension:

Monitoring comprehension. Every ***Trophies*** lesson (Grade 1 and up) has direct instruction in a Focus Strategy, which is a specific strategy that will help students better comprehend the selection. Applying the Focus Strategy to the selection is an interactive process that allows readers to monitor and self-assess how well they understand what they are reading. As students' repertoire of comprehension strategies grows, students become better equipped to monitor their comprehension. In Grades 1 and 2, Student Self-Assessment questions provide students with further guidance in monitoring their comprehension and use of comprehension strategies. In Grade 3 and up, Ongoing Assessments help students monitor their comprehension and apply appropriate strategies when understanding breaks down.

Using graphic and semantic organizers. As students begin to read a greater variety of narrative and expository texts, graphic organizers help them focus on key ideas, key concepts, the relationships between ideas, and text structure. In ***Trophies,*** selections are accompanied by graphic organizers that students use to organize ideas either during or after reading.

Answering questions. Every ***Trophies*** selection (Grade 1 and up) is accompanied by Guided Comprehension questions. Guided Comprehension questions give students a purpose for reading, focus their attention on what they are learning, help them think actively as they read, encourage them to monitor their comprehension, and help them relate what they have learned to what they already know. The Guided Comprehension questions that accompany each selection familiarize students with a variety of question types, including questions that are text-explicit, text-implicit, and scriptal. The Think and Respond questions at the end of each selection help students synthesize what they learned from reading the selection.

Generating questions. From the earliest grades, ***Trophies*** teaches students to become active readers by generating their own questions. Students use K-W-L (What I Know, What I Want to Know, What I Learned) graphic organizers to generate and answer questions about their reading. As students progress through ***Trophies,*** they are instructed in using the Self-Question strategy as a way of checking their understanding and focusing on important ideas in the selection.

Recognizing story structure. To foster comprehension, ***Trophies*** provides direct instruction in the structure of narrative texts. Beginning in Kindergarten, students become familiar with concepts of story, such as beginning, middle, and ending, and elements of stories, such as characters and setting. As students progress through ***Trophies,*** Focus Skills address the structure of stories, including plot, character, and setting. Story maps are used to help students learn to recognize story structure and to connect ideas within stories.

Summarizing. ***Trophies*** teaches students to synthesize important ideas through summarizing. Beginning in Kindergarten, students answer questions that help them identify the most important ideas in a text. As students advance, they learn to use summarizing as a strategy to help them understand and remember what they read. Summarizing is also taught as a Focus Skill. Instruction in summarizing helps students identify and connect main ideas as well as eliminate any unnecessary information. Each ***Trophies*** selection (Grade 1 and up) is accompanied by an end-of-selection activity that gives students the opportunity to apply their retelling and summarizing skills.

As well as providing instruction in Focus Strategies, every lesson (Grade 1 and up) also includes direct instruction in a Focus Skill, which is a comprehension skill that will aid students' comprehension of the selection. Every Focus Skill is introduced before reading, applied during reading, and reinforced and practiced after reading. As students learn and master the Focus Skills, they become increasingly able to apply them strategically in a variety of reading situations.

For examples of comprehension instruction, see the following *Teacher's Edition* pages:
Grade K, Volume 1, pages 122–123, 124–125, 209
Grade K, Volume 2, pages 41, 101, 263
Grade K, Volume 3, pages 71, 447
Grade 1, Book 1-1, pages 29A, 32–33, 34–35, 41A
Grade 1, Book 1-2, pages 25A, 40–41, 59A, 64–65, 109A, 114–115
Grade 1, Book 1-3, pages 89A, 96–97, 98–99
Grade 1, Book 1-4, pages 179A, 220–221, 222–223
Grade 1, Book 1-5, pages 9A, 26–27, 33A
Grade 2, Book 2-1, pages 83A, 95A, 255B, 260–261
Grade 2, Book 2-2, pages 229A, 234–235, 245A
Grade 3, Book 3-1, pages 42I, 44, 63, 66
Grade 3, Book 3-2, pages 146J, 151, 157, 160

PUT READING FIRST

ON TEACHING COMPREHENSION STRATEGIES

Students can be taught to use comprehension strategies.

- Effective comprehension strategy instruction is explicit, or direct....The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.
- Effective comprehension strategy instruction can be accomplished through cooperative learning.
- Effective instruction helps readers use comprehension strategies flexibly and in combination....Multiple-strategy instruction teaches students how to use strategies flexibly as they are needed to assist their comprehension.

from *Put Reading First*, pages 53–56

EXCERPTS FROM THE RESEARCH

THAT GUIDED *TROPHIES* DEVELOPMENT

"This project clearly demonstrates that children can be taught about the existence and use of reading strategies through informed, direct instructions in their regular classrooms." (Paris, Cross, & Lipson, 1984, p. 1248)

"[I]nstruction in metacognitive reading strategies and techniques can be conducted utilizing group instruction in a regular classroom by a classroom teacher. In addition, children can be convinced to use such strategies on their own and, therefore, assume control of their own learning." (Payne & Manning, 1992, p. 37)

"When (a) there was explicit teaching of cognitive strategies before beginning the reciprocal teaching dialogue, and (b) results were assessed using experimenter-developed comprehension tests, then results were significant in six of seven studies...." (Rosenshine & Meister, 1994, p. 505)

FROM RESEARCH TO PRACTICE

IN *TROPHIES*

Trophies provides explicit comprehension strategy instruction. As students progress through ***Trophies,*** they acquire increasingly sophisticated strategies to help them comprehend both narrative and expository texts successfully.

In Kindergarten, students develop the use of strategies as they respond to texts read by the teacher. Comprehension instruction focuses on concepts of story, such as beginning, middle, and ending, and on story elements, such as characters, setting, and important events.

In Grade 1 and up, every ***Trophies*** lesson has a Focus Strategy, which is a specific reading strategy that will help students comprehend the selection.

- Before students read the selection, the Focus Strategy is introduced and a direct explanation of when to use the strategy is given.
- Models or prompts are provided at appropriate points throughout the selection, giving teachers the opportunity to offer guided practice in applying the strategy to the text that students are reading.
- Each Focus Strategy is applied to a variety of selections throughout the program, providing teachers with extensive opportunities to help students practice the strategy until they are able to apply it independently and in a variety of reading situations.
- *Books for All Learners*, independent readers that accompany each ***Trophies*** selection, offer students practice in applying the Focus Strategy to their independent reading.

Trophies helps students develop a repertoire of comprehension strategies that will assist their comprehension in varied reading situations. Instruction in the earliest grades focuses on helping students develop a firm understanding of how and when to use specific comprehension strategies. By Grade 3, teachers begin working with students to help them apply strategies flexibly to assist in their comprehension of narrative and expository texts. For example, as students read a selection, they may pause to summarize what they have read and make predictions about what might happen next. If they don't understand something they have read, they may reread a portion of the text to clarify their understanding.

Every ***Trophies*** lesson also has a Focus Skill (Grade 1 and up), which is a comprehension skill that will aid students' comprehension of the selection.

- Before reading, the Focus Skill is introduced and explained.
- During reading, the Focus Skill is applied in several places with Guided Comprehension questions.
- After reading, the Focus Skill is reinforced.

For examples of comprehension skill and strategy instruction, see the following *Teacher's Edition* pages:

Grade K, Volume 1, pages 122–123, 124–125
Grade K, Volume 2, pages 309, 365
Grade K, Volume 3, pages 93, 333, 477
Grade 1, Book 1-1, pages 73A, 80–81, 86–87, 89A
Grade 1, Book 1-2, pages 59A, 64–65
Grade 1, Book 1-3, pages 89A, 94–95, 98–99, 105A
Grade 1, Book 1-4, pages 155A, 164–165
Grade 1, Book 1-5, pages 39A, 54–55
Grade 2, Book 2-1, pages 83A, 95A, 255B, 260–261
Grade 2, Book 2-2, pages 177B, 186–187
Grade 3, Book 3-1, pages 224J, 229, 233, 237
Grade 3, Book 3-2, pages 194J, 199, 211

What Should Teachers Look for in Selecting a Scientifically-Based Reading Program?

HIGH-QUALITY READING PROGRAMS

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design.

A coherent instructional design includes

- explicit instructional strategies
- coordinated instructional sequences
- ample practice opportunities
- aligned student materials
- consideration of the allocation of time

Assessment

A high-quality reading program provides the formal and informal assessment tools that teachers may use to

- pretest and diagnose the essential skills and strategies in reading and writing
- monitor children's acquisition of reading and writing skills as they are being taught
- evaluate children's ability to apply the reading and writing skills they have learned in new situations

Technology

Because children will be required to apply their literacy skills in new ways in an electronic age, a high-quality reading program also provides teachers and children with technology tools to

- motivate students to learn and apply reading and writing skills
- provide alternative methods of delivering instruction, particularly for at-risk students
- organize and manage instruction
- evaluate children's reading and writing progress

From the *Reading First Guidelines*

Trophies offers

Explicit instructional strategies in the *Teacher's Edition* for

- phonemic awareness
- phonics
- reading fluency
- vocabulary and high-frequency words
- comprehension skills and strategies

Instructional sequences that are coordinated within the daily lesson plan. For example, the Grade 1 *Teacher's Edition* provides the following activities and lessons for the instruction of a new letter-sound relationship:

- a Phonemic Awareness activity that teaches children to manipulate the sound
- a Phonics lesson that teaches children to recognize the letter, learn the letter-sound relationship, and blend and read words with that letter-sound relationship
- an Apply Phonics activity in which children apply their newly learned skill in controlled, connected texts, including a *Decodable Book*
- a Spelling lesson in which children learn to spell words with the letter-sound relationship

Instructional sequences that are coordinated by strand of instruction. For example, the phonics, grammar, and comprehension sequences are carefully planned to move from cognitively simple skills to cognitively complex skills. Students apply the elements of the phonics and comprehension sequences in reading the selections from the *Pupil Edition*, *Decodable Books*, and *Books for All Learners* that they read during each lesson.

Abundant resources that provide practice opportunities. These resources include

- guided practice activities
- independent practice activities
- independent learning-center activities
- *Decodable Books*
- *Practice Books*
- Additional Support Activities
- *Intervention Resource Kits*
- *English-Language Learners Resource Kits*
- *Spelling Practice Books*
- *Phonics Practice Books*

Student materials aligned with instruction. These materials include

- *Decodable Books* for substantial practice in using the letter-sound relationships students have learned.
- *Pupil Edition* selections that support introduced phonic elements, vocabulary and high-frequency words, and opportunities to apply comprehension skills and strategies.
- *Practice Book* pages to apply skills taught in Phonics, Vocabulary, Spelling, Comprehension, and Grammar lessons.
- An *Intervention Resource Kit* that provides support for struggling learners for the content taught during core instruction.
- *Books for All Learners* that provide reading materials for students of varying proficiency at their independent reading level. These books feature the same theme, phonic elements, and vocabulary words as their companion *Pupil Edition* selection. They offer additional opportunities to develop comprehension skills and strategies, vocabulary skills, and fluency.

An instructional design that considers time allocation. The pacing of daily instruction is carefully designed to devote appropriate amounts of instructional time to each instructional area. For example, phonemic awareness activities are brief while phonics instruction and application lessons are lengthier. In addition, the sequence of daily instruction allows for seamless movement from one activity to the next, minimizing the amount of time spent in transition and optimizing the amount of time spent on uninterrupted, direct reading instruction.

Resources for three types of assessments that inform instruction:

- Entry-Level Assessments to gauge students' proficiency levels at the beginning of instruction
  - Phonemic Awareness Inventory (Kindergarten–Grade 1)
  - Concepts About Print Inventory (Kindergarten–Grade 1)
  - Group Inventory (Kindergarten–Grade 1)
  - Reading and Language Skills Assessment Pretest (Grades 1–3)
- Ongoing Assessments to monitor students' progress during instruction
  - Theme Skills Assessment (Kindergarten)
  - Diagnostic Checks (Kindergarten–Grade 3)
  - End-of-Selection Tests (Grades 1–3)
  - Oral Reading Fluency Assessment (Grades 1–3)
  - Mid-Year Reading and Language Skills Assessment (Grades 1–3)
- Summative Assessments to evaluate students' proficiency levels after instruction
  - Group Inventory (Kindergarten–Grade 1)
  - Reading and Language Skills Assessment Posttest (Grades 1–3)
  - Holistic Assessment (Grades 1–3)
  - End-of-Year Reading and Language Skills Assessment (Grades 1–3)

Technology components that support instruction. The resources offer numerous opportunities for students to apply and practice reading skills and for teachers to assess learning and organize instruction. These resources include

- *Phonics Express® CD-ROMs*
- *Writing Express® CD-ROMs*
- *Mission: Comprehension® CD-ROMs*
- Audiotext versions of *Pupil Edition* selections
- *Grammar Jingles™ CDs*
- *Media Literacy and Communication Skills Package*
- *Harcourt Electronic Testing System*
- *Accelerated Reader*
- Web-based activities and teacher support on *The Learning Site*, www.harcourtschool.com
  - Language Support Posters
  - Go for Grammar Gold
  - Multimedia Grammar Glossary
  - Homework Helper
  - Reading Skills Rocket
  - Author/Illustrator Information
  - Building Background Activities
  - Resources for Parents and Teachers
  - Writing Detective
  - Proofreading Makes Perfect
  - Ideas for Writers
  - Test Tutor
  - Theme Center Activities
  - Grammar Practice Park
  - Electronic Lesson Planners

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